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ACCEPTANCE ANALYSIS OF WEB-BASED LEARNING MEDIA IN INDRAMAYU REGENCY BASED ON THE UTAUT2 MODEL

Ileena Ramadhanti¹⁾, Yunus Abidin²⁾

¹⁾ Universitas Pendidikan Indonesia, Bandung, Indonesia
E-mail: Ileenaramadhanti@upi.edu

²⁾ Universitas Pendidikan Indonesia, Bandung, Indonesia
E-mail: Yunusabidin@upi.edu

Abstract. The current education system has adopted a 21st-century approach, emphasizing learning to know, learning to do, learning to be, and learning to live together. This shift has moved from a teacher-centered to a student-centered learning approach. 21st-century education demands the development of learning skills, innovation, information literacy, and digital literacy. The aim is to assess the extent to which variables such as Effort Expectancy (EE), Facilitating Conditions (FC), Hedonic Motivation (HM), ICT Usage Habits (IUH), Performance Expectancy (PE), Perceived Learning Opportunities (PLO), and Social Influences (SI) can influence Behavioral Intention (BI). Additionally, the study evaluates factors influencing the level of acceptance of web-based learning media usage among teachers in Indramayu Regency, using the UTAUT2 model. This research employs a qualitative descriptive method with a questionnaire as the instrument. The population comprises all teachers in Indonesia, with a sample of 100 elementary school teachers in Indramayu Regency. The findings indicate that variables EE, FC, HM, IUH, PE, PLO, and SI collectively have an 82.4% influence on Behavioral Intention (BI), while 17.6% is attributed to other unexplored factors. The hypothesis test results reveal that EE, FC, HM, IUH, PE, and SI do not significantly impact Behavioral Intention (BI). However, Perceived Learning Opportunities (PLO) has a significant influence on Behavioral Intention (BI).

Keywords: Learning media, UTAUT2, Web-Based Learning

I. INTRODUCTION

Currently, education adopts a 21st-century education approach, emphasizing four main pillars: learning to know, learning to do, learning to be, and learning to live together. The 21st-century education demands a shift from a teacher-centered to a student-centered learning approach. It emphasizes the development of skills, innovative learning, information literacy, and mastery of media and technology, known as digital literacy. The focus is on skills such as critical thinking, creative thinking, collaborative abilities, and effective communication, while encouraging innovative and responsive learning approaches. Information literacy becomes crucial, involving the ability to search, evaluate, and use information wisely. Additionally, digital literacy is essential, ensuring understanding of social media usage, online safety, and digital information management. By integrating these elements into the education system, it is hoped that learners can become creative, critical individuals ready to face the challenges of the modern, interconnected, and technological world (Banasari et al., 2023).

In the 21st century, technological advancements have permeated various aspects of life, including education. Educators and students are expected to possess teaching skills relevant to the demands of this era. To survive in the knowledge and information age, educators and students face numerous challenges and opportunities. The goal of 21st-century education is to achieve the nation's aspirations by shaping a society consisting of quality human resources – independent individuals – and making Indonesia a prosperous and happy nation, achieving glory and equality globally. Although the 21st century is still in its early stages, significant changes have occurred in the field of education, crucial for philosophical, directional, and goal aspects. Therefore, it is essential to understand how positive changes can continue to be adopted in Indonesia, considering that the current generation is not fully competitive globally. A thorough evaluation is needed, starting from the education system to the development of human resources suitable for the current and future centuries (Anggraini, W., & Hudaidah, H. (2021)).

According to BNSP (2010), achieving 21st-century education requires a change in the education model, including a learning process focused on learners, networked environments, active inquiry, real-world contexts, team-based learning, empowerment of distinctive behaviors, stimulating all aspects, multimedia use, collaborative approaches, meeting customer needs, pluralistic participation, and diverse disciplinary knowledge. The National Education Standards Agency or BSNP explains that 21st-century national education aims to realize the nation's aspirations, creating an Indonesian society that is prosperous and happy, with an honorable and equal position globally, through the formation of a society consisting of quality resources— independent individuals willing and capable of realizing the nation's aspirations (Karim & Daryanto, 2017).

In line with the evolution of 21st-century education, Indonesia has undergone a curriculum transformation with initiatives like the 2013 Curriculum and Merdeka Curriculum. Both curricula, introduced by the Indonesian government, emphasize a more active role for students in the learning process than the teacher's role. For example, the 2013 Curriculum focuses on enhancing and balancing students' attitudes, skills, and knowledge. In the 2013 Curriculum, students are expected to play a more active role in the learning process, shifting the focus from the teacher's primary role to the learner. Thus, current education is more student-centered (Machali, 2014).

In this context, the desired learning outcomes for students are not limited to knowledge mastery but also involve social aspects and skills. In the 2013 Curriculum, the teacher's role changes to a facilitator for students. The teacher is no longer the deliverer of learning materials from beginning to end; instead, students are expected to be active in seeking materials and solving problems. The teacher acts as a controller of the learning process, facilitates teaching and learning activities, and clarifies if there are materials that students do not understand. Additionally, the teacher's role includes preparing teaching aids (Alawiyah, 2013, in Muh Zein, 2016). Also, in the Merdeka Curriculum, if observed from the principles outlined in the Minister of Education, Culture, Research, and Technology Decree Number 56/M/2022 regarding Guidelines for the Implementation of the Curriculum in the Framework of Learning Recovery, it emphasizes: (1) Learning is designed considering the developmental stage and the current level of achievement of learners, according to their learning needs, and reflects the diverse characteristics and development of learners to make learning meaningful and enjoyable. (2) Learning is designed and carried out to build the capacity to be lifelong learners. (3) The learning process supports the development of learners' competencies and characters holistically. (4) Relevant learning, which is learning designed according to the context, environment, and culture of learners, involving parents and the community as partners. (5) Future-oriented learning that is sustainable.

Referring to these five principles, it is expected that the Merdeka Curriculum can adapt to the dynamics of the 21st-century education development.

In 21st-century learning, instructional media have rapidly evolved in digital forms, reflecting the rapid development of Science and Technology (Iptek), leading to a transformation in the learning process. 21st-century learning is essentially an implication of societal development over time. As society evolves from primitive to agrarian, then industrial, and now into an informative society, changes occur in the curriculum and technology. Moreover, two global shifts towards digitization force the learning process in schools to follow technological advances (Khotimah, 2022).

As learning facilitators, teachers need to have skills in providing facilities and media that facilitate students in the learning process. Teachers, as educators, are also expected to professionally utilize and develop Information and Communication Technology (ICT), especially in utilizing internet media and websites. By applying ICT, especially through the internet and websites, it is expected that the learning approach can be more student-centered, thus improving learning outcomes (Rahman et al., 2014). Therefore, a teacher needs the ability to use instructional media, including web-based learning media.

II. LITERATURE REVIEW

Learning Media

Learning media has various definitions according to the perspectives of educational media experts. Etymologically, the word "media" comes from Latin, namely "medius," which means middle, intermediary, or mediator. According to Sadiman in Musfiqon (2012: 26 in Firdaus, 2018), media is defined as an intermediary or conveyor of messages from the sender to the receiver. In the context of the Arabic language, media also means an intermediary or conveyor of messages from the sender to the receiver. According to Gerlach & Ely in Arifin (2008: 23 in Firdaus, 2018), media, in general, can be interpreted as humans, materials, or events that shape conditions that allow students to acquire knowledge, skills, or attitudes. In this sense, teachers, textbooks, and the school environment can be considered as media. More specifically, in the context of the teaching and learning process, media tends to be interpreted as graphic, photographic, or electronic tools used to capture, process, and rearrange visual and verbal information. By summarizing these definitions, it can be concluded that learning media is everything that can be used as a means of conveying messages or learning materials. This media is designed to stimulate the attention, interest, thoughts, and feelings of students in learning activities, with the aim of achieving learning objectives. In this essence, the learning process is considered a communication process that involves various types of media to support the effectiveness of delivering information to learners (Firdaus, 2018).

Web-based learning

Web-based learning encompasses learning activities that utilize website media connected to the internet (Arief et al.,

2018; Divayana et al., 2016). In this context, web-based learning has advantages such as quick access and being unrestricted by space and time to access information. E-learning experiences are considered highly effective (Rohdiani & Rakhmawati, 2017), allowing learners to easily study due to their internet connectivity. The existence of websites also facilitates more efficient and up-to-date information delivery, easily accessible by people from various regions through the internet (Hasugian, 2018).

In the context of instructional media, Heinich and Molenda (2005, in Divayana et al., 2016) identify six basic types, including text, audio media, visual media, motion projection media, and imitation/miniature objects. Each type of media plays a specific role in enhancing the attractiveness and effectiveness of delivering learning materials. The World Wide Web (WWW) or Web is a service accessible to computer users connected to the internet. The Web provides various information, ranging from less useful to serious and beneficial information (Dewanto, 2006). A website can be interpreted as a collection of pages displaying information in various forms such as text, images, animations, and sound, both statically and dynamically, interconnected through hyperlinks. The common functions of the web involve communication, information dissemination, entertainment, learning, and transactions (Divayana et al., 2016).

Therefore, it can be concluded that web-based learning media is a form of learning that utilizes a website platform or site on the World Wide Web (WWW) as the primary medium. This media leverages the existence of the internet to deliver information and learning materials to learners. This learning media can include various types, such as text, audio, visual, motion projection, and imitation/miniature objects.

The Unified Theory of Technology Acceptance and Use (UTAUT)

The Unified Theory of Technology Acceptance and Use (UTAUT) is a model designed to identify user intentions in accepting new technology and user acceptance (Venkatesh et al., 2003). This model was developed by integrating eight existing theories, including the Theory of Reasoned Action, Theory of Planned Behavior (TRA), Motivation Model, Technology Acceptance Model (TAM), TBP/TAM Combination, Innovation Diffusion Theory (IDT), PC Usage Model, and Social Cognitive Theory (SCT). UTAUT has been employed in various research fields such as information systems, marketing, psychology, and management (Dwivedi, 2015). Through a systematic review of UTAUT spanning over a decade, it has been found that UTAUT has been used directly or in combination with other theories or extended with additional constructs to evaluate various technologies in diverse settings, both organizational and non-organizational. The number of studies utilizing UTAUT2 in various technology adoption contexts has significantly increased in recent years. However, there hasn't been a systematic review of UTAUT2 citations in existing studies to understand emerging trends in its usage, including citation purposes, applications, and adaptations across different contexts (Tamilmani et al., 2017).

Venkatesh et al. (2012) stated that the proposed additions in UTAUT2 indicate a significant change in the variance explained in behavioral intention and technology usage. The following are the eight UTAUT2 variables in the study:

1. Behavioral Intention: Based on the main theories for all Behavioral Intention models discussed above, it is expected that behavioral intention will be the best predictor of actual behavior.
2. Effort Expectancy: Effort Expectancy (EE), defined as the perceived ease associated with the use of a system, has been a focus of previous research. Studies such as Zhou et al. (2010) and Venkatesh et al. (2012) stated that the latent variable associated with effort expectations plays a significant role in shaping one's intention to adopt new technology. Effort Expectancy, measuring the perceived ease of an individual related to the use of a system or technology, is described as the extent to which a system or technology can be considered easy to use (Jambulingam, 2013).
3. Facilitating Conditions: Facilitating Conditions (FC) refer to the extent of technical support available to adopt new technology (Venkatesh et al., 2003, in Raman & Don, 2013). Facilitating Condition is then interpreted as an individual's belief in the availability of organizational infrastructure as support in the operation of a system. An individual's perception of infrastructure, whether in the form of devices or knowledge, plays a crucial role in supporting the use of a system or technology (Raman & Don, 2013).
4. Hedonic Motivation: Brown and Venkatesh (2005, in Raman & Don, 2013) defined hedonic motivation as pleasure or happiness derived from the use of technology, which has a significant role in determining the adoption of new technology. Hedonic motivation, which is the pleasure experience for technology users, is recognized as an essential variable in the acceptance and use of specific technology (Fatihanisya & Purnamasari, 2021). Hedonic Motivation (HM) is specifically described as motivation arising from the pleasure of using a system or technology, as stated by Venkatesh et al. (2012).
5. ICT Usage Habits (IUH): This refers to patterns formed by an individual in using information and communication technology, which can influence the acceptance and use of new technology. Although not explicitly mentioned in the provided search results, ICT Usage Habits can be considered as part of an individual's behavior patterns related to technology use.
6. Performance Expectancy: Performance Expectancy is defined as an individual's belief that using a system will enhance their job performance. Previous research indicates that Performance Expectancy is a significant predictor of Behavioral Intention (Venkatesh et al., 2003). Performance Expectancy is an aspect of performance expectations that measures an individual's confidence in using a system or technology that can enhance their performance. The term Performance Expectancy (PE) is used to explain the extent to which users will benefit

from using the system or technology, as described by Venkatesh et al. (2012).

7. Perceived Learning Opportunities (PLO): This refers to an individual's perception of learning opportunities and skill development related to the use of a particular technology. Although not explicitly mentioned in the provided search results, the perception of learning opportunities can influence an individual's motivation to use a technology.
8. Social Influence: Social Influence refers to the extent to which an individual considers the importance of others' beliefs regarding their obligation to use technology. Previous research indicates that social influence plays a significant role in shaping an individual's intention to adopt new technology (Moore and Benbasat, 1991; Venkatesh et al., 1996; Thompson et al., 1991, in Raman & Don, 2013). Social Influence involves an individual's efforts to change the beliefs, behavior, and perceptions of others related to the use of technology. Social Influence (SI) is described as an individual using a technology because of encouragement from their surrounding environment (Harsono & Suryana, 2014)..

III. METHODS

This research employs a quantitative approach, utilizing a Cross-Sectional research design and involving social media through the Google Form platform. Cross-Sectional is an approach that studies risks and effects through observation, where data is collected simultaneously or at a specific point in time. The Cross-Sectional research design is used to study the correlation between risk and effect factors with an observational or data collection approach (Abduh et al., 2023). In this study, the chosen population is a diverse and heterogeneous group with different data sources, requiring limitations. The sample used is non-probability sampling, where the sampling technique does not provide an opportunity for each population member to become a sample. The sampling is done using purposive sampling, where the researcher intentionally selects samples based on certain considerations. In this study, the population taken is elementary school teachers in the West Java region, while the sample used is 100 teachers in the Indramayu regency. Data collection is carried out by implementing a questionnaire consisting of 40 questions that must be answered by respondents. Each question is developed based on a specific variable, where each variable has five questions. Assessment is done through the Likert scale, where respondents are asked to give values ranging from 1 to 5. The scale depicts the level of disagreement to agreement, with a value of 1 as strongly disagree and a value of 5 as strongly agree. For the acceptability variable, the research instrument uses a five-level scale involving strongly agree (weighted 5), agree (weighted 4), uncertain (weighted 3), disagree (weighted 2), and strongly disagree (weighted 1). The collected data will then be analyzed using Smart PLS software. This research is a modification of the UTAUT2 model, analyzing seven independent variables that influence

teachers' behavioral intentions in using web-based learning media.

IV. RESULT AND DISCUSSION

Referring to the modification of the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) research model, utilizing the SmartPLS 4 application, and processing data from the obtained questionnaires, the following is a diagram of the results accompanied by numerical values from the outer model test.

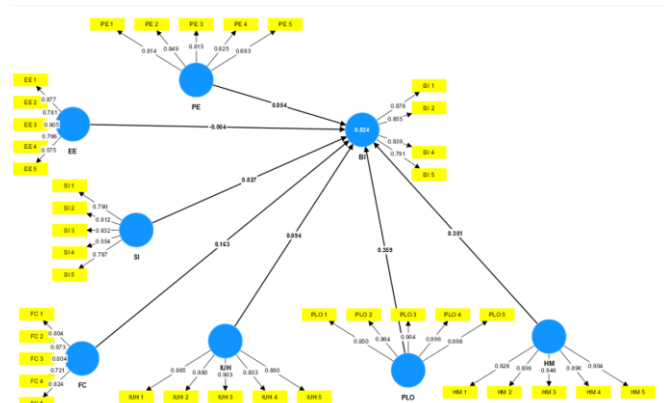


Fig. 1 Analysis of Relationships among Variables

Validity Test

In this study, instrument validity was tested twice. The first test resulted in validity for 39 questionnaire items, except for one indicator (BI3) that did not meet the validity threshold. Therefore, the BI3 indicator was removed, and a retest of validity was conducted. The results of the retest of validity showed consistency and suitability of the instrument in measuring the researched variables, ensuring that the presented questions have adequate quality for use in the study. Thus, the obtained validity is as follows:

TABLE I

	BI	EE	FC	HM	IUH	PE	PLO	SI
BI1	0,876							
BI2	0,855							
BI4	0,839							
BI5	0,791							
EE1		0,877						
EE2		0,781						
EE3		0,805						
EE4		0,766						
EE5		0,575						
FC1			0,804					
FC2			0,873					
FC3			0,804					
FC4			0,721					
FC5			0,824					
HM1				0,826				
HM2				0,836				
HM3				0,946				
HM4				0,898				
HM5				0,904				
IUH1					0,865			
IUH2					0,88			
IUH3					0,903			
IUH4					0,833			

	BI	EE	FC	HM	IUH	PE	PLO	SI
IUH5					0,89			
PE 1						0,814		
PE 2						0,849		
PE 3						0,815		
PE 4						0,825		
PE 5						0,683		
PLO1							0,85	
PLO2							0,864	
PLO3							0,904	
PLO4							0,896	
PLO5							0,896	
SI 1								0,79
SI 2								0,812
SI 3								0,832
SI 4								0,554
SI 5								0,787

From the table results, the other 39 indicators are considered valid as they have Loading Factors greater than or equal to 0.5. The next step is testing reliability through construct reliability, where a composite reliability value equal to or greater than 0.7 indicates data that can be considered reliable. In this study, reliability testing was conducted to assess the extent of consistency and reliability of the questionnaire. This is important to ensure that the collected data can be relied upon, so that the conclusions and information generated have a high level of confidence. Reliability testing involves measurements using Cronbach's alpha formula and composite reliability. The established criteria involve Cronbach's alpha values above 0.60, composite reliability values above 0.70, and Average Variance Extracted (AVE) values reaching 0.50. Convergent validity is also measured, with an AVE above 0.50 indicating that the items are designed to measure the intended constructs. Item reliability is identified through the factor loadings of each item and cross-loadings (Raman & Don, 2013). The next steps will include reliability and validity tests.

Reability and validity

TABLE III

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Avarage variance extracted (AVE)
BI	0,861	0,863	0,906	0,707
EE	0,822	0,850	0,876	0,589
FC	0,865	0,868	0,903	0,651
HM	0,928	0,929	0,946	0,779
IUH	0,923	0,924	0,942	0,765
PE	0,858	0,869	0,898	0,639
PLO	0,929	0,931	0,946	0,778
SI	0,813	0,831	0,872	0,580

From the table, it can be concluded that if all Composite Reliability (CR) values are greater than or equal to 0.7, then these Composite Reliability values can be considered reliable. The analysis of the table results indicates that the Composite Reliability values for all indicators are deemed reliable because each variable shows a CR value greater than 0.7. Furthermore, a convergent

validity test is conducted using the Average Variance Extraction (AVE) method to assess the validity of reflective construction with indicators. From the table results, it can be inferred that the AVE values for each variable exceed 0.5. This indicates that each latent variable has adequate validity, suggesting that its reflective construction can be considered valid.

Hypothesis Testing

The Path Coefficient is a coefficient that measures the strength of correlation or impact between two dependent variables in the structural model. This coefficient can measure how much change or influence occurs in the dependent variable when the independent variable changes by one unit or is measured in standard deviation units. If the value of a variable is in the range of 0 to 1, it indicates a positive relationship, while if the value is in the range of 0 to -1, it indicates a negative relationship. T-Statistic is used to test the significance of the path coefficient and provides information on how significant the difference in the path coefficient is from zero. A value is considered significant if it is greater than 1.96; conversely, if it is less than 1.96, it is considered not significant. The p-value is at a significance level of $\alpha = 5\%$ or 0.05. If the p-value < 0.05 , then H_0 can be rejected, indicating an influence. Conversely, if the p-value > 0.05 , H_0 is accepted, indicating no significant influence. The evaluation of the structural model results and hypothesis testing is conducted using the Partial Least Squares (PLS) method through SmartPLS 3.0, and the results are presented in the following table:

TABLE IIIII

Variable	Original Sampel	t-value	p-value	Result
EE → BI	-0,004	0.029	0,977	Tidak Signifikan
FC → BI	0,163	1.175	0,243	Tidak Signifikan
HM → BI	0,301	1.749	0,083	Tidak Signifikan
IUH → BI	0,094	0,918	0,361	Tidak Signifikan
PE → BI	0,054	0,581	0,563	Tidak Signifikan
PLO → BI	0,359	2.144	0,034	Signifikan
SI → BI	0,027	0,218	0,828	Tidak Signifikan

Based on Table 6, the hypothesis testing results can be summarized as follows:

1. Effort Expectancy (EE): EE has a negative and non-significant impact on Behavioral Intention in the acceptance and use of multimodal learning media, with a value of $\beta = -0.004$, $t = 0.029$, and $p = 0.977 > 0.5$. Effort Expectancy is proven to have a non-significant negative influence on Behavioral Intention. This indicates that the perception of the ease of using multimodal learning media does not significantly affect the intention to use it. Previous research indicates that the latent variable of effort expectation can contribute to determining the

extent to which someone is willing to adopt new technology in the educational context.

2. Facilitating Condition (FC): FC has a positive and non-significant impact on Behavioral Intention in the acceptance and use of multimodal learning media, with a value of $\beta = 0.163$, $t = 1.175$, and $p = 0.243 > 0.5$. Facilitating Condition is known to have a positive, but non-significant influence on Behavioral Intention. Despite the technical support available for using new technology in elementary schools, it does not significantly affect the intention to use multimodal learning media. Adequate technical support is considered a key variable in facilitating the acceptance and use of technology in the educational environment.
3. Hedonic Motivation (HM): HM has a positive and significant impact on Behavioral Intention in the acceptance and use of multimodal learning media, with a value of $\beta = 0.301$, $t = 1.749$, and $p = 0.083 \leq 0.5$. Hedonic Motivation is proven to have a positive and significant impact on Behavioral Intention. Hedonic motivation, involving happiness or pleasure from the use of technology, apparently has a significant impact on the intention to use multimodal learning media in elementary schools.
4. ICT Usage Habits (IUH): IUH has a positive and non-significant impact on Behavioral Intention in the acceptance and use of multimodal learning media, with a value of $\beta = 0.094$, $t = 0.918$, and $p = 0.361 > 0.5$. ICT Usage Habits show a positive, although non-significant influence on Behavioral Intention. IUH reflects established behavioral patterns in using information and communication technology in the educational environment.
5. Performance Expectancy (PE): PE has a positive and non-significant impact on Behavioral Intention in the acceptance and use of multimodal learning media, with a value of $\beta = 0.054$, $t = 0.581$, and $p = 0.563 > 0.5$. Performance Expectancy has a positive but non-significant influence on Behavioral Intention. This indicates that, although improved performance is expected, the findings show that it does not significantly affect the intention to use multimodal learning media in elementary schools.
6. Perceived Learning Opportunities (PLO): PLO has a positive and significant impact on Behavioral Intention in the acceptance and use of multimodal learning media, with a value of $\beta = 0.359$, $t = 2.144$, and $p = 0.034 \leq 0.5$. Perceived Learning Opportunities are proven to have a positive and significant impact on Behavioral Intention. Perceptions of learning opportunities play a crucial role in shaping the intention to use multimodal learning media at the elementary school level.
7. Social Influences (SI): SI has a positive and non-significant impact on Behavioral Intention in the acceptance and use of multimodal learning media, with a value of $\beta = 0.027$, $t = 0.218$, and $p = 0.828 > 0.5$. Social Influences show a positive but non-significant influence on Behavioral Intention. Thus, social influence does not

seem to significantly affect the intention to use multimodal learning media. This variable includes the extent to which someone views the importance of others' beliefs about the use of technology, and support and views from the social environment can be determining variables in the decision to adopt technology in elementary schools.

Rsquare

TABLE IVV		
	R-aquare	R-aquare adjusted
BI	0,824	0,811

The R-square result for behavioral intention indicates a figure of 0.811. Based on this data, it can be concluded that the variables Performance Expectancy (PE), Effort Expectancy (EE), Social Influences (SI), Facilitating Condition (FC), ICT Usage Habits (IUH), Perceived Learning Opportunities, and Hedonic Motivation collectively influence Behavioral Intention (BI) by 82.4%, while the remaining 17.6% is influenced by other unexamined variables. Thus, from the hypothesis results, it is evident that the variable Behavioral Intention (BI) has the most significant impact on teachers' technology usage, significantly influenced by two main variables, namely Perceived Learning Opportunities (PLO) and Hedonic Motivation (HM). This indicates that the element of happiness or pleasure from using technology has a significant impact on the intention to use multimodal learning media in elementary schools. Additionally, the perception of learning opportunities also plays a crucial role in shaping the intention to use multimodal learning media at the elementary school level.

V. CONCLUSIONS

The acceptance level of web-based learning media usage by teachers in Indramayu Regency, using the UTAUT2 model, is revealed if variables such as Performance Expectancy (PE), Effort Expectancy (EE), Social Influences (SI), Facilitating Condition (FC), ICT Usage Habits (IUH), Perceived Learning Opportunities, and Hedonic Motivation contribute by 82.4% to the Behavioral Intention (BI) in using multimodal learning media in elementary schools. The hypothesis results indicate that BI has the most significant impact, influenced by Perceived Learning Opportunities (PLO) and Hedonic Motivation (HM). The happiness derived from technology usage and the perception of learning opportunities play a key role in shaping the intention to use multimodal learning media at the elementary school level.

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